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# Tennessee 1 Music

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Tennessee                                                 |
| Grade            | 1 (Elementary)                                            |
| Subject          | Music                                                     |
| Course category  | Fine Arts                                                 |
| Standards family | Fine Arts                                                 |
| Framework        | Tennessee Academic Standards for Fine Arts                |
| Issuing agency   | Tennessee Department of Education                         |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Musical Ideas in Other People's Music

### Unit 3: Listening for Musical Ideas · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What musical ideas can I hear in a piece?                                                                                                                                                                                                                                                                                                                                                                                                 |
| Standards          | <b>Spotting Musical Ideas in a Piece -&gt; 1.GM.Cr3.A General Music: Creating</b> — With limited guidance, using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discuss and apply feedback to refine personal musical ideas.<br><b>1.GM.Cr3.B General Music: Creating</b> — With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of personal musical ideas. |
| Learning target    | "I can hear musical ideas in music other people made."                                                                                                                                                                                                                                                                                                                                                                                    |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                           |

#### Measurable objectives

- Students will discuss how creators use musical concepts in the music selected for performance.
- Students will identify a musical concept in a listening example.

#### Success criteria (student-friendly)

- "I listen carefully."
- "I name a concept I heard."
- "I say where I heard it."

#### Academic vocabulary

concept, creator, repeat, contrast, notice

#### Materials and technology

- Teacher-selected listening examples
- Listening space
- Concept cards
- Chart paper
- Recording device

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Advanced / extension   | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.              |
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

### Assessment and evidence

Anecdotal: child identifies a musical concept in a listening example.

### Family communication

Listen to a piece and spot something that repeats.

## Day 41 — Something That Repeats

Week 9, Day 1 · Unit 3 · Standards: 1.GM.Cr3.A, 1.GM.Cr3.B

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Repetition.                                            |
| Learning target   | "I can hear musical ideas in music other people made." |
| Vocabulary in use | concept, creator, repeat                               |
| Local date        | _____                                                  |

### Learning sequence

Listen: a piece with clear repetition. Learn: composers repeat on purpose. Do: spotting. Create: nothing. Reflect: concept named.

### Check for understanding

Student identifies a repeated element in a piece.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Something That Changes

Week 9, Day 2 · Unit 3 · Standards: 1.GM.Cr3.A, 1.GM.Cr3.B

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Contrast.                                              |
| Learning target   | "I can hear musical ideas in music other people made." |
| Vocabulary in use | concept, creator, repeat                               |
| Local date        | _____                                                  |

### Learning sequence

Listen: a piece with contrast. Learn: contrast keeps interest. Do: spotting. Create: nothing. Reflect: concept named.

### Check for understanding

Student identifies a contrasting section in a piece.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Loud Places and Soft Places

Week 9, Day 3 · Unit 3 · Standards: 1.GM.Cr3.A, 1.GM.Cr3.B

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Dynamics.                                              |
| Learning target   | "I can hear musical ideas in music other people made." |
| Vocabulary in use | concept, creator, repeat                               |
| Local date        | _____                                                  |

### Learning sequence

Listen: dynamic contrast. Learn: dynamics are a choice. Do: mapping loud and soft. Create: nothing. Reflect: concept named.

### Check for understanding

Student identifies a dynamic change in a piece.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Fast Places and Slow Places

Week 9, Day 4 · Unit 3 · Standards: 1.GM.Cr3.A, 1.GM.Cr3.B

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Tempo.                                                 |
| Learning target   | "I can hear musical ideas in music other people made." |
| Vocabulary in use | concept, creator, repeat                               |
| Local date        | _____                                                  |

### Learning sequence

Listen: tempo contrast. Learn: tempo is a choice. Do: mapping. Create: nothing. Reflect: concept named.

### Check for understanding

Student identifies a tempo change in a piece.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Talking About What the Creator Did

Week 9, Day 5 · Unit 3 · Standards: 1.GM.Cr3.A, 1.GM.Cr3.B

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Discussing creator choices.                            |
| Learning target   | "I can hear musical ideas in music other people made." |
| Vocabulary in use | concept, creator, repeat                               |
| Local date        | _____                                                  |

### Learning sequence

Listen: a piece. Learn: discussing choices. Do: discussion. Create: nothing. Reflect: discussion recorded.

### Check for understanding

Student discusses a choice the creator of a piece made.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
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## Source citation

Tennessee Department of Education. Tennessee Academic Standards for Fine Arts. Tennessee writes its fine arts standards for eight disciplines - dance, theatre, general music, instrumental music, vocal music, music theory, visual art and media arts - per grade through grade eight, and then by proficiency level rather than by grade for high school. The level cited on a high school row is this planner's placement. Retrieved 2026-07-27 from <https://www.tn.gov/education/districts/academic-standards/arts-education.html>